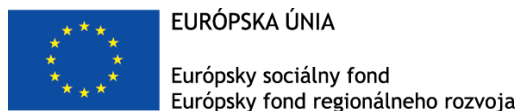


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Changes and Challenges of Increasing the Quality of Preparation of Prospective Teachers in European Countries

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Sociodrama's Opportunities in the Social Competence Formation of Future English Teachers: Resilience Approach

Halyna Handzilevska, Olena Shershynova, Valentyn Kostiuchyk

Abstract

The thesis is dedicated to studying the role of the sociodrama method in the development of future English teachers' social competence through the prism of the resilience approach. In this regard, the relevance of using this method through the self-regulation skills' development to overcome difficulties through the prism of tolerance to the feelings of others is substantiated. The empirical sample of the pilot study included 22 respondents, who are BA and MA students at the National University of Ostroh Academy. The use of The Free-Association Test (FAT) revealed 36% of free bilingualism and 64% of translation bilingualism. With this level of bilingualism, the respondents have an average resilience level (68%), only 32% have a high resilience level, and there is no low resilience level (The Connor-Davidson Resilience Scale (CD-RISC-25)). The importance of using the sociodrama method in the conditions of educational bilingualism for understanding the cultural characteristics of the people whose language is studied as a foreign one, preventing social conflicts, and finding effective strategies for overcoming the challenges of today is evidenced by the results of the study.

Keywords: future English teachers, social competence formation, bilingualism, resilience approach, sociodrama

Introduction

The development of such professional competence in future primary school teachers as the social competence has great importance in the conditions of adapting the educational process to emergencies related to the quarantine regime and Russian aggression, as well as the topicality of developing skills to find peaceful answers to the conflict resolution. The abilities to work in a team, prevent conflicts and resolve them by reaching compromises are especially in demand. In this process, the resilience phenomenon is important, which includes the competence in coping with difficulties and tolerance to negative emotions among other components (Resiliency Assessment Scale by N. Ogińska-Bulik & Z. Juczyńskim, 2008 Handzilevska & Tymoshchuk, 2021). That is why in modern crisis conditions it is important to psychologically secure future teachers through forming psychological stability (Bačová & Leláková, 2014). The resilience approach allows to make the educational process through restoration and development of psychological resources in all life spheres (Husak et al., 2017). An effective means for this can be sociodrama method as a kind of psychodrama method (Moreno, 1946), the guideline of which is the "unlocking" of spontaneity and creativity for social activity.

Literature review

According to the dramaturgical-role approach, social life involves personality development through the prism of various roles approbation. The connection between the role and identity expression, which is inseparable from interpersonal interaction, is also pointed by Jacob L. Moreno (Handzilevska, 2018).

The psychodrama method can be effective for the implementation of the competence approach in the educational space by unlocking creativity and spontaneity, expanding the range of role repertoire, and assigning new experiences, was emphasized in our previous research (Handzilevska & Tymoshchuk, 2021). The competence approach shifts the emphasis from the process of knowledge accumulation to creative, practical action, to apply their own

experience in different situations, the authors emphasize, based on the work of K. Rudnytska. Within the resilience approach framework, which focuses on the self-regulation development of the individual, its openness to new experiences (Ogińska-Bulik & Juczyński, 2008) for the social competence formation of future English language teachers, the sociodrama method is gaining relevance, which is often considered by scientists as a type of psychodrama. After all, educational (artificial) bilingualism involves learning a foreign language in a specially organized educational environment, where productive bilingualism includes understanding the cultural characteristics of the people whose language is being studied as a foreign language, assimilation of culture (Handzilevska & Shiryayeva, 2011).

Among modern Ukrainian researchers, P. Hornostay deeply analyzes the possibilities of using psychodrama in education (Hornostay, 2008). In his opinion, psychodrama in education is a synthesis of psychodrama and pedagogy, the use of improvisational role-playing games in the educational process. It is suitable for all age groups, from kindergarten to postgraduate education. Studying dramaturgical-role technologies, the author focuses on sociodrama, the methodology of which is closely related to theories of social conflict (Hornostay, 2005). Note that the word “sociodrama”, if we turn to the etymology, consists of “socius” and “drama”, i.e. “surrounding” and “action”. It means “acting with the people around you”. Sociodrama is defined as a deep-action method aimed at the relationship between different groups and collective spectacles (Leutz, 1974), and therefore is effective for the group resilience strengthening.

Consequently, the psychodrama method implementation in the educational space and requires the introduction of such a variety, psychodrama, as sociodrama, which through action in a role-playing game stimulates interest in cognition and self-knowledge, provides experience of group interaction (Radul, Hundarenko & Kowalczyk, 2020), while reducing the anxiety level of its participants.

Therefore, psychodramatic techniques, which we have studied previously, first of all,

- as an effective psychotherapeutic tool for diagnosis and correction of life scenarios of the individual (Handzilevska, 2018),
- as mastering a foreign language (Handzilevska & Shiryayeva, 2011),
- as a means of developing the conceptual sphere of bilinguals (Handzilevska, Shiryayeva, 2013) and others, could be adapted for its use in the educational process through the prism of sociodrama.

The results of previous psychological research, conducted based on the Scientific Center “Sanogenic Pedagogy and Psychology” of the National University of Ostroh Academy (Ukraine), indicate the relevance of studying the key components of resilience, including emotional intelligence development, critical and sanogenic thinking of teachers (Handzilevska, Kalamazh, Ratinska & Khmiliar, 2021), their professional reflection, correction of negative attitudes towards innovation (Handzilevska & Kondratiuk, 2021). It should be noted that the interest in the concept of “resilience” as a continuous, active process aimed at developing resources for adaptation and recovery (Husak et al., 2017) is also considered at the University of Žilina (Slovakia), with the researchers of which, resilience was studied as a factor in preventing procrastination of students in the conditions of mastering a foreign language: Ukrainian-Polish-Slovak experience (Handzilevska, Kostiuhyk, Hundarenko & Lelakova, 2022). The significance of resilience development of to prevent students’ procrastination, who are studying a foreign language, is statistically evidenced by the results of the study.

Research results

Therefore, the research aims to study the role of the sociodrama method in the development of future English teachers' social competence through the prism of the resilience approach.

The objectives of the research are to empirically explore the peculiarities of Ukrainian students' resilience during English studying and to characterize the possibilities of sociodrama for future English teachers' social competence development through the prism of psychological stability.

For achieving the goals and objectives of the study, such diagnostic tools were used through Google forms, for identification of an indicator of bilingualism – The Free-Association Test (FAT) (Kozlyakovskiy, 2004) and for determination of psychological stability – The Connor-Davidson Resilience Scale (CD-RISC-25) (Riopel, 2019).

The empirical sample of the pilot study included 22 respondents: BA and MA students (BA's and MA's degree programs in 035.041 Philology. Germanic Languages and Literatures (including Translation), English Major; BA's degree program in 013 Primary Education with Advanced Study of English) of the National University of Ostroh Academy (Ukraine) (the average age of respondents – 20.2 years; 19 women, 2 men, and 1 person did not indicate gender; the average duration of learning English – 9.5 years; language proficiency level: A1 – 0%, A2 – 0%, B1 – 23%, B2 – 23%, C1 – 31%, C2 – 23%; among them 45% students only study, 55% students' study and work at ones).

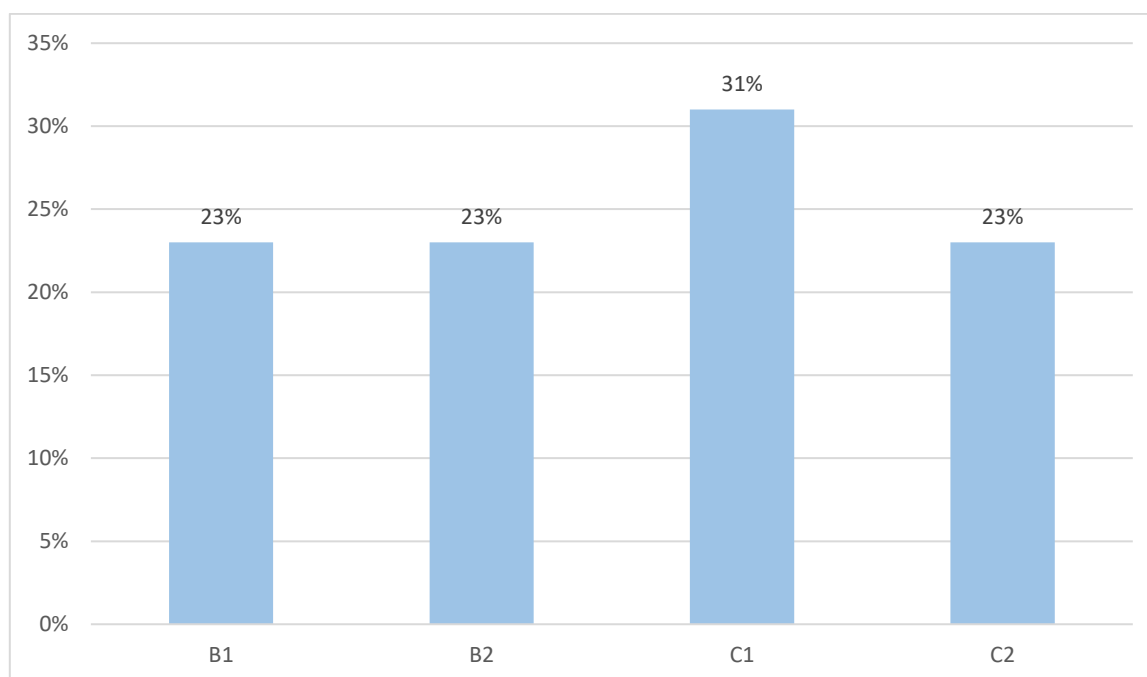


Figure 1 Indicators of Language Proficiency

Bilingualism as a simultaneous fluency in two languages, in our case Ukrainian and English, was calculated by an indicator that was determined based on the analysis of associative reactions given in two languages, which were indicated by students as a result of an alternate review of stimulus words in each of the languages.

The use of The Free-Association Test revealed 36% of free bilingualism and 64% of translation bilingualism (Figure 2).

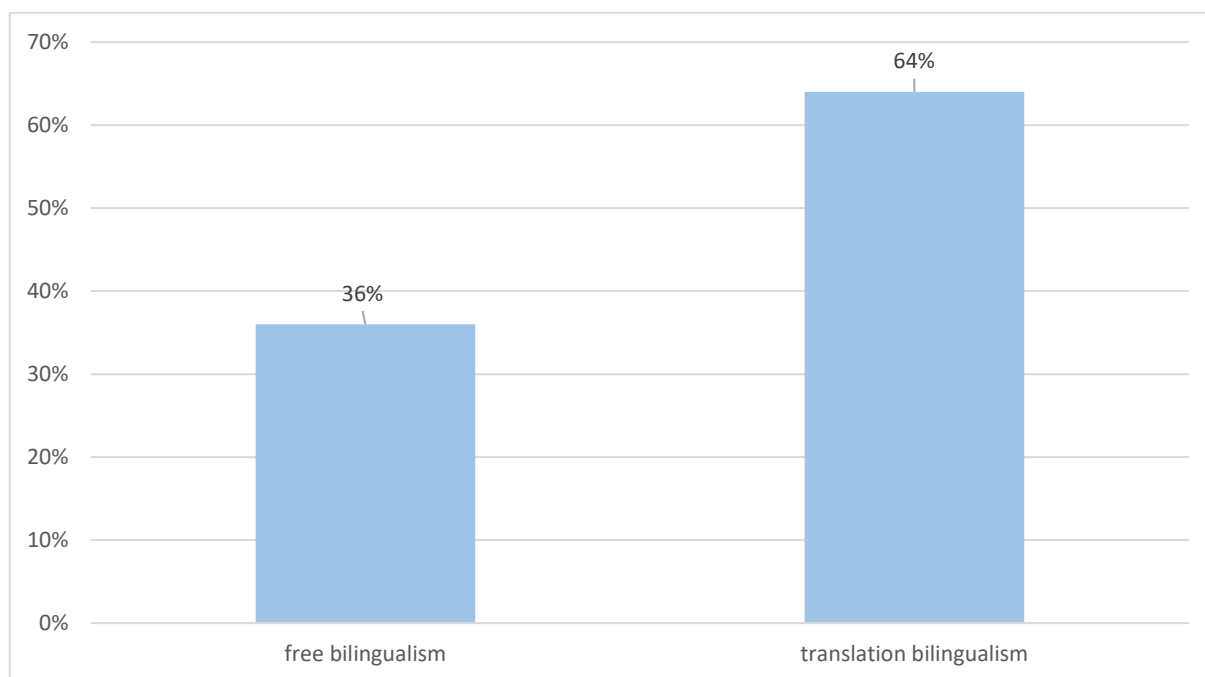


Figure 2 The Free-Association Test indicators

With this level of bilingualism, the respondents have an average resilience level (68%). Only 32% have a high resilience level. At the same time, it should be noted that there is no low resilience level. The Connor-Davidson Resilience Scale allows you to find out how well a person is ready to recover from stress, which is quite relevant in today's world (Moreno, 1946). Resilience is an excellent indicator of our ability to learn, change and develop (Riopel, 2019). Therefore, the resilience development of English studying students is obvious. The prospect of further research aims to prove or refute this hypothesis statistically, provided that the empirical sample increases. However, the obtained results already indicate the relevance of English teachers' psychological resilience development. Sociodrama is the tool that we offer for the formation of social competence through the prism of resilience.

Discussion

The aim of the research is to study the role of the sociodrama method in the development of future English teachers' social competence through the prism of the resilience approach. The importance of using the sociodrama method in the conditions of educational bilingualism of future English teachers' (students) social competence, which involves the development of the ability to prevent and resolve conflicts, and to organize a psychologically safe educational space, is evidenced by the results of the study.

P. Hornostay (2005) emphasizes that the sociodrama method works with topics common to the group and is useful if you need to overcome negative trends in group dynamics, intergroup or intragroup confrontation, hostile stereotypes, and prejudice against others.

Therefore, the future teacher, having experience of participation in sociodrama, will be able to use certain techniques in group interaction of students in the future. This method is suitable for children because the process of interaction is not in thinking, but in action,

activity. At the same time, it allows the use of emotional, sensory, and physical components of the child's behaviour. This makes it greater efficient of assigning experience. Also, such activity helps to unlock spontaneity, the development of children's creative potential. This method allows talking to take the place of another, helps children to understand the point of view of others, and to find different ways of behaving.

In addition, sociodrama is often seen by researchers as a continuation of sociometry, as a means of correcting individual difficulties and disharmonies, and therefore strengthening the resilience of each group member. The projective technique of "Social Atom", which allows you to identify socio-emotional relationships of the individual, can be useful to identify such difficulties.

According to Jacob L. Moreno, a person's behaviour largely depends on the position he occupies in the informal structure of a small group. Sociodrama techniques ("Role Exchange", "Mirror") allow performers to look at themselves and the situation from the outside and to try new ways of behaving. It is possible to do it quite effectively with children, using also toys. The game, according to the supporters of this method, is so fascinating for participants that the support disappears by itself, resulting in changing rigid patterns of behaviour, and unlocks creativity and spontaneity, which is important in forming adequate responses to new situations (Jacob L. Moreno, Grete Anna Leutz, Alfons Aichinger, Walter Holl and others) (Handzilevska & Tymoshchuk, 2021).

At the same time, our study proposes the use of sociodrama tools in the conditions of initial bilingualism through the prism of the resilience approach.

Limitations

The study is not without research limitations, which are characteristic of one group of students of one Ukrainian university. It can be expanded to include wider groups of English language learners at different universities, who aim to educate children in perspective. This can provide a more specific algorithm for the use of sociodrama in bilingualism through the prism of the resilience approach, in particular statistical confirmation or refutation of the hypothesis that the level of bilingualism depends on the development of resilience or vice versa.

Conclusion

Consequently, by creating additional reality, the sociodrama's psychodramatic space allows its participants:

- to look at themselves hyper ballistically through the eyes of others,
- to realize their place in this space,
- to model themselves in a situation,
- to expand the repertoire of roles in the social world,
- to assimilate life resources and to strengthen the group's resilience in general, as well as its participants separately.

The relevance of using this method in the conditions of bilingualism can be seen through self-regulation development to overcome difficulties through the prism of tolerance for the feelings of others. The importance of English learning students' resilience development for the development of social conflict prevention skills, the organization of a positive climate in the educational space, the organization of a psychologically safe

educational environment, and the finding of effective strategies for overcoming today's challenges is evidenced by the results of our study.

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